



Week 2 Assignment: Creating a Podcast for a Video Editing Software

Overview

In this assignment, you'll select a free video clip (yours or one from the web), use video editing software to change the clip, and write an evaluation of video editing software in your class blog, wiki, Google Site/eportfolio. This is a graded blog log. Create a podcast tutorial of how to get started with the video editing software. This lesson is designed to help you acquire the skills needed to complete the group project in Weeks 3, 4, and 5.

From your readings and by searching on Google for "free video editing software," determine which two video editing software titles you will use for this week's work.

Using Audacity free audio editing software, record a short "quick start" tutorial podcast and post it to one of the free podcast hosting sites.

When finished, you will need to post the link to your podcast to your eportfolio in your discussion board and in the courseware.

You must complete this activity by the end of Week 2.

Week 2	<p>Topic: Evaluating Open Source Video Editing Software</p> <p>Assigned Readings:</p> <ul style="list-style-type: none">• Garrison, A. (1999, Winter). Video basics and production projects for the classroom. <i>Center for Media Literacy</i>. Retrieved April 6, 2009, from http://www.medialit.org/reading_room/article3.html• Desktop-Video-Guide. (n.d.). The various stages of creating a digital video. Retrieved on April 20, 2009, from http://www.desktop-video-guide.com/video-creation.html• About. (n.d.). Getting started with desktop video. Retrieved on April 12, 2009, from http://desktopvideo.about.com/od/desktopeditinghardware/u/GettingStarted.htm• Siegchrist, G. (n.d.). Before you buy video editing software. <i>About</i>. Retrieved on April 12, 2009, from http://desktopvideo.about.com/od/editingsoftware/bb/Buyeditsoftware.htm• Desktop-Video-Guide. (n.d.). Top 5 free video editing software programs. Retrieved on April 12, 2009, from http://www.desktop-video-guide.com/top-5-free-video-editing-software-review.html• Desktop-Video-Guide. (n.d.). Top 7 video editing software programs for beginners.
--------	---

	<p>Retrieved on April 12, 2009, from http://www.desktop-video-guide.com/top-7-video-editing-software-review.html</p> <ul style="list-style-type: none"> • Lonnquist, J. (1994, November). The art of the edit. <i>Videomaker</i>. Retrieved on April 6, 2009, from http://www.videomaker.com/article/1691/ • Stanford University, Palo Alto, Library. (n.d.). Proposed educational guidelines on fair use. Retrieved on April 6, 2009, from http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter7/7-c.html#3 <p>Discussion:</p> <ul style="list-style-type: none"> • Select and submit to the discussion board the link to your evaluation of two different video editing software packages. Write your evaluation in your blog, wiki, or Google Sites web-based tool. Talk about past learning, new learning, and how this learning will impact future lifelong learning related to this activity. Complete the readings, and use them as references in the discussion board writings. Due by the end of Week 2. • After analyzing the two open source video editing software applications, create a one-minute or less tutorial podcast related to your choice of video editing software. Post the podcast to your eportfolio (wikispaces.com or blogger.com or Google Sites) account. Due by the end of Week 2.
--	--

Rubric

Use this rubric to guide your work on this ungraded Assignment.

Tasks ↓	Accomplished	Proficient	Needs Improvement	Unacceptable
Software evaluation blog	Your blog blends course material with your own reflections, connections, and ideas. This might be interdisciplinary connections; expansions on issues from the class, reading, or another blogger. (2 points)	Blog posting are generally on time and adhere to most of the above. There are some connections made beyond the course, but not as deeply developed. (1.5 points)	Work usually demonstrates one or more of the following: Quick summaries abound and the writer tends to forget the audience; that is, irrelevant information appears. Sometimes there's an inability to	The assignment is incomplete or unfocused. (0 points)

			convey ideas or the writer has trouble getting past "I like it/don't like it" reflections.. (1 point)	
Podcast-Technical, Intro, Content, Delivery, Technical Production	<p>Successfully exported to a free video hosting Web site, such as TeacherTube.com (2 Points). Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately. (2 Points). Well rehearsed, smooth delivery in a conversational style. (2 Points) Highly effective enunciation, expression, and rhythm keep the audience listening. Correct grammar is used throughout the podcast. (2 Points). Transitions are smooth and spaced correctly without noisy, dead space.</p>	<p>Successfully exported to a free video hosting Web site, such as TeacherTube.com (2 Points). Describes the topic and engages the audience as the introduction proceeds (1.5 Points). Rehearsed, smooth delivery (1.5 Points). Enunciation, expression, pacing are effective. (1.5 Points). Correct grammar is used during the podcast (1.5 Points). Transitions are smooth with a minimal amount of ambient noise. Volume is acceptable. Podcast length keeps audience listening. Podcast contained subject tags (1.5 Points).</p>	<p>Successfully exported to a free video hosting Web site, such as TeacherTube.com (2 Points). Somewhat engaging (covers well-known topic), and provides a vague purpose (1 Point). Appears unrehearsed with uneven delivery. (1 Point). Enunciation, expression, rhythm are sometimes distracting. Occasionally incorrect grammar is used during the podcast. (1 Point). Transitions are uneven with inconsistent spacing; ambient noise is present. Volume is occasionally inconsistent. Podcast length is</p>	<p>Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear. Delivery is hesitant, and choppy and sounds like the presenter is reading. Enunciation of spoken word is not clearly understandable or expression, and rhythm are distracting throughout the podcast. Poor grammar is used throughout the podcast. Transitions are abrupt and background noise needs to be filtered. Volume changes are highly distracting. Podcast is either too long or too</p>

	Volume of voice, music, and effects enhance the presentation. Podcast length keeps the audience interested and engaged. Podcast linked from a site that included descriptive subject tags. Appropriate copyright notation from CreativeCommons.org is included. (2 Points).		somewhat long or somewhat short to keep audience engaged. Podcast contains limited subject tags (1 Point).	short to keep the audience engaged. Podcast has no subject tags and difficult to locate online. (0 Points).
--	--	--	---	--

Week 2 Assignment:

In this assignment, you will select and evaluate two different video editing software applications, edit a free video clip, evaluate the two software packages in your eportfolio, and create and post a podcast tutorial on how to use one of the video editing software packages. In your blog, talk about past learning, new learning, and how this learning will impact future lifelong learning related to this activity. Use your readings as references in the eportfolio (blog or wiki) writings.

Part One: Select Video Editing Software, a free video clip to edit, and write your blog evaluation in your eportfolio

To begin, find a peer partner in your cohort and select video editing software. You and your partner do not need to select the same software. Also select a video clip which you will practice editing. It can be a free video clip from the web or a video clip you created.

1. Select a partner from your discussion group. Be inclusive, and make certain that everyone in your group has a partner.
2. With your partner, explore the different editing software options presented in this week's readings. Consider your options thoroughly, but manage your time appropriately to meet the assignment's deadline (the end of Week 2).

Make certain you know what file extension options your editing software gives you. See the following sites to learn more about file extensions for Windows Media Player and for QuickTime:

<http://www.microsoft.com/windows/windowsmedia/knowledgecenter/mediaadvice/0071.msp>

Leanne Knight

or

<http://en.wikipedia.org/wiki/QuickTime>

3. After reviewing your options, select the software you want to use to edit your selected video clip.
4. In your blog, talk about past learning, new learning, and how this learning will impact future lifelong learning related to this activity. Use your readings as references in the eportfolio (blog or wiki) writings. Also, let your audience know what file extensions you will use for Windows Media Player or QuickTime.
5. Review an appropriate online tutorial for your chosen software. Search for “video editing tutorials” or search by the name of your editing software to find tutorials available in YouTube.com or via Google...

Part Two: Planning Your Video Editing Software Tutorial Podcast

Now that you and your partner have selected video editing software, a free video clip to edit, and blogged your evaluation of your video editing software, it is time to plan your podcast... Although you will collaborate with a partner, each person must complete his or her own podcast. You have a partner and you act as their partner to peer review your work and to give each other suggestions.

1. Working with your partner, brainstorm and select a podcast for production... Remember to consider the audience, purpose, and goals of the podcast. Your production should include:
 - a. A catchy, clever introduction
 - b. Relevant information and a clear purpose engaging the listener.
 - c. A well-rehearsed, smooth delivery in a conversational style.
 - d. Highly effective enunciation, expression, and rhythm to keep the audience listening.
 - e. Correct grammar throughout the podcast.
 - f. Transitions which are smooth and spaced correctly without noisy, dead space.
 - g. Value of voice, music (if you use music), and effects enhance the presentation.
 - h. Length that keeps the audience interested and engaged.
 - i. Successful linked from a free site that includes descriptive subject tags.
2. Write a plan for the podcast sequence you want to follow. Include notes about the music you want to accompany the sequence if you decide to use music.

Your final video should be one and one-half minutes or less, and your plan’s length should reflect this requirement.

3. Copy and paste your plan in the workspace below.

Podcast Plan

Paste a copy of your plan including your script here.

Introduction

Taskpane- go over what options are on 1-3

1-capture video: importing video and pictures

2-Edit Movie: effects, transition, titles/credits

3-Finished Movie: save to computer

Project file and final movie file

Part Three: Practice Video Editing Software of Your Choice and Create Your Podcast Tutorial

Complete the podcast assignment.

1. Using your work from parts 1 and 2 as a guide, locate the video clip you need. Before acquiring any Web clips, research Creative Commons copyright licenses online at <http://creativecommons.org>.

The following sources have many free, legal clips:

- Free downloads available from iTunes: <http://www.itsfreedownloads.com>
 - Free streaming and downloadable video segments from PBS series Religion & Ethics Newsweekly: <http://www.pbs.org/wnet/religionandethics/>
 - Free streaming and downloadable video segments from the PBS series Wide Angle: http://www.thirteen.org/edonline/wideangle/video_bank.html
 - Photos, music, text, and video that can be legally shared and reused for free: <http://search.creativecommons.org>
2. Transfer (capture) the video clip to the editing software, and edit the clip to make changes. Go to <http://creativecommons.org/license/>, and choose the appropriate copyright notation for your video. Be sure you:
 - follow copyright guidelines.
 - get permission to use clips you did not create or that do not have open copyrights.
 - give credits at the end of your movie.
 - use copyright notation as indicated on the Creative Common's Web site (<http://www.creativecommons.com>).
 3. Music and video effects are optional.

Write the script for your podcast tutorial for the video editing software you choose in the space provided below. Be sure to use proper terminology. Be sure

to include all components listed in your rubric for Week 2. Script for Podcast Tutorial
Movie maker is a fantastic way to freely and easily edit movies. Over on the left
side task pane on your screen you will see “capture video” under number 1,
number 2 is “editing the movie,” and 3 is “finishing the movie.” Under 1 for
importing, you’ll notice I have imported a picture, and I’ve imported a video. All
you have to do is drag them onto your storyboard and then you can go through
and put in transitions ,or you can add titles and credits. After you have done all
of that, you can go into your timeline and you can easily trim your videos you
can also clip your videos. While you are editing, though, you will have just a
project file. When you are finished you will save it for a final video file. I hope
you enjoy Movie Maker as much as I do.

4. Download both Audacity audio editing software and LAME mp3 encoder software available at <http://audacity.sourceforge.net/download/>.
5. Use Audacity tutorials available at YouTube.com and via Google Search to learn to record your podcast.
6. Rehearse your audio before recording.
7. Go to <http://creativecommons.org/license/>, and choose the appropriate copyright notation for your podcast. Be sure you:
 - follow copyright guidelines.
 - get permission to use clips you did not create or that do not have open copyrights.
 - give credits at the end of your movie.
 - use copyright notation as indicated on the Creative Common’s Web site (<http://www.creativecommons.com>).
8. After you finish editing your podcast, export it to a format that can be played online.
9. Upload your podcast to the following locations:
 - One of the following free podcast hosting Web sites: YouTube (<http://www.youtube.com>), TeacherTube (<http://www.teachertube.com>), Flickr (<http://www.flickr.com>), podbean.com, or podomatic.com.
 - Your course eportfolio.(Note: Use the one you created for EDLD 5306; add a new page for this podcast)

Leanne Knight

Use the assignment rubric (above) to self-assess your own video and peer-assess your partner's video.

10. Use the assignment rubric (above) to self-assess your own video and peer-assess your partner's video.

11. Complete this table to direct your instructional associate and professor to your blog and podcast sites.

What is your eportfolio 's (blog, wiki, or Google Site) URL? When did you post the Week Two submission (time/date)?	Blog: http://knightl.blogspot.com/2010/09/movie-maker-vs-adobe-premier-elements.html September 3, 2010 at 11:26 AM
What is your wiki's URL? When did you post the Week Two (time/date)?	Wiki: http://lmknight.wikispaces.com/ Or direct link to assignment: http://lmknight.wikispaces.com/EDLD_5363 posted September 3, 2010 at 2:52 PM
What is the URL of the free site where you posted your podcast? When did you post it? <u>Note from Leanne Knight:</u> <i>I was not sure of the length of the tutorial since in a video conference Dr. Abernathy refers to a 1 minute limit. Since the web conference script did not specify if it was the tutorial or the PSA, I created two tutorials. The first tutorial listed is comprehensive and approximately 6 minutes in length. The second was a minute long covering the basics of Movie Maker.</i>	<i>Please see note to the left</i> <u>Full length tutorial:</u> Vodcast: http://www.youtube.com/watch?v=IwyF3Qc149k September 4, 2010 at 10:50 PM Podcast: http://lmknight.podbean.com/2010/09/04/movie-maker-full-tutorial/ September 4, 2010 at 10:45 PM <u>1 minute tutorial:</u> Video cast: http://www.youtube.com/watch?v=1nx4ffS9D98 September 3, 2010 at 2:45 PM Podcast: http://lmknight.podbean.com/2010/09/03/movie-maker-tutorial/ September 3, 2010 at 7:18 PM

12. Web Conference Confirmation Blog Link:

Leanne Knight

Please reflect on the value of the web conference experience in your course blog by the end of Week 2. For this and other blog posts required in this course, you may use the blog you created in EDLD 5306.

After making your blog post, copy and paste a copy of the text into the table below. Be sure you include the URL of your blog and the time and date of your post.

Your Blog's URL	http://knightl.blogspot.com/2010/08/web-conference-reflection.html
Time and Date of Your Post	August 30, 2010 at 7:50 PM
A Copy of Your Blog Post	<p>I have used and helped colleagues use all different types of web conferencing software. This year my district is using WebEx. I used Adobe Connect a few times but am not proficient in its usage. As I entered the web conference on August 28 at 11:00 AM I tried to follow the assignment posted saying we needed to go to the left and adjust our sound. I ended up going to the left and accidentally telling Dr. Abernathy to lower her voice. I quickly realized that was a way to talk to the leader of the discussion. One of the first questions was what Cohort we belong. I haven't the slightest idea what Cohort I belong, so I felt a little panicked that I did not have all the information needed for the conference. After the conference begun the sound was echoing but I could handle such problems. I tried to follow the spoken conversation and the written conversation.</p> <p>About 10 minutes into the conference Dr. Abernathy's voice could no longer be heard. So, we continued the discussion via text chat. After 10 or more minutes Dr. Abernathy realized her headset had been set for mute. So, we could continue hearing what Dr. Abernathy was saying. Most of the conference was in helping one person who was having difficulty downloading Photo Story to her computer. Some of the information covered though was Dr. Abernathy explaining that the assignment this week was to create a movie about ourselves. It was realized then that the IA's and Dr. Abernathy were not aligned. Dr. Abernathy stated she would need to get with her IA's so her expectations were realized. It is a little disconcerting to know that the instructor is giving us one set of instructions; yet, the people grading us are not privy to that information.</p> <p>I am glad I have been apart of many web conferences or I might not have seen the benefit if this had been my first. It just felt a little disjointed, but I am sure I just joined a conference that was a little "off."</p> <p>I am updating this post at 11:19 AM on Saturday, September 4, 2010: I thought I would give the web conference a try again on</p>

Leanne Knight

	<p>September 4 at 11. I entered the Lamar Adobe Acrobat Connect Pro Meeting site and requested entry. I started this process at 10:52. By 11:05 I thought maybe it was my computer so I tried my other laptop. I requested entry at 11:10. I waited by two computers for my request to enter to be accepted. At 11:14 the message on the screen changes and says "The host has ended this meeting. Thank you for attending." I figured I needed to reenter the meeting. I closed out of all the web sites, accessed my Lamar email that had the link for the site and triple checked that I had the correct date and time. After attempting for the fifth time to enter at 11:16, I have to stick to my previous statement on the web conference experience.</p>
--	---